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Spring 1-15-2005

ENG 1000-001: Fundamental English

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Recommended Citation

Mathis, Hilary, "ENG 1000-001: Fundamental English" (2005). *Spring 2005*. 2.
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English 1000: Fundamental English
Course Policy Statement and Syllabus
Spring 2005

Instructor: Hilary Mathis (cghem@eiu.edu)
Laura Weinhammer (lweinhammer@yahoo.com)

Office: Coleman Hall 2110

Office Hours: Monday 1:00-2:00; Wednesday 10:00-11:00, 3:00-4:00; Friday 1:00-2:00

Required Texts

- Mangelsdorf & Posey. *Choices*. 2nd ed. Bedford/St. Martin's, 2000.
[Please do not remove any pages from *Choices*. Textbook will be checked by instructor at the end of the semester]
- Funk, et al. *The Simon & Schuster Short Prose Reader*. 1997.
- Fulwiler & Hayakawa. *The Blair Handbook*, 3rd ed.

You'll also need an 8 1/2" x 11" spiral-bound notebook for use as a journal in this class.

Goals

To help improve your writing through practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and perfecting skills for revising and editing your prose.

Course requirements

Attendance at and participation in all class meetings; no pattern of tardiness; completion of all reading and writing assignments on time, including full participation in group activities.

Please note: Students who accumulate more than four unexcused absences during the semester should not expect to pass English 1000. (Excused absences are those involving illness, death in the family, and officially approved university activity. When an absence is excused, students may be permitted to make up assignments at the convenience of the instructor.)

Assignments

In addition to several in-class writing assignments, you will complete four out-of-class essays, each of which includes pre-writing activities and a series of rough drafts. You will complete two of these essays by mid-term and the other two during the second half of the semester.

Your writing journal (notebook) will be used for both in-class and out-of-class writing. Some of

your journal writing will be assigned; some will be writing that responds to the reading for the class. You are responsible for saving all written assignments and essays. You will be using this material for assembling portfolios of your work to submit for mid-term and for final evaluation. We may require you to keep a spelling section in your journal. All out-of-class essay assignments should be typed. In-class essays will be hand-written.

We may assign additional exercises based on your specific needs. ALL assignments are important. If you complete the assignments in the planned sequence, you will be much more likely to succeed in this course.

Conferences

You are encouraged to see me for conferences outside of class and to receive extra help in the Writing Center. We may require you to meet with me in conference and to seek tutoring in the Writing Center, which is located in 3110 Coleman Hall (581-5929).

Grading

English 1000 is graded Credit/No Credit. In order to pass the course, you must earn my recommendation and submit a writing portfolio that earns a pass for the course (see the attached sheet on the portfolio). My recommendation will be based primarily on satisfactory and on-time completion of all reading and writing assignments, including exercises, and on satisfactory class participation. You cannot register for English 1001C until you pass English 1000.

Information for Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Course Syllabus

In order to accommodate the needs of the class, the following schedule of discussion, reading, and writing assignments is tentative. You will be notified of any changes in class. Because writing is a process, topics will often be introduced and then reviewed later in the semester. All assignments—readings, essays, revisions, exercises, and so on—are course requirements and must be completed fully and on time. **Remember, you should save all written assignments and essays.** You will be using this material for assembling two portfolios of your writing. One small portfolio will be submitted at mid-term for the purpose of checking your progress. You will submit a second, larger portfolio for final evaluation of your performance in the course. (See the Portfolio Guidelines attached to this syllabus.)

Week 1 (1/10-14)*Friday 1/14*

Introductions.

Week 2 (1/17-21: No Class on 1/17)*Wednesday 1/19*

Read Mangelsdorf Chapters 1 & Chapter 2

Assign Writing #1

Friday 1/21

From Funk et al., read Chapter 3 p. 28-33 & "More Room" by Judith Ortiz Cofer, p. 54-57.

Assign Writing #1 *due**Outline***Week 3 (1/24-28)***Monday 1/24*

Rough Draft of Writing #1 Due

Wednesday 1/26

In-class activities with rough draft (revising vs. editing; Mangelsdorf 37-50)

Friday 1/28

Peer-reviews

Week 4 (1/31-2/4)*Monday 1/31***Turn in Final Draft of Writing #1**

Assign Writing #2

Course Syllabus

In order to accommodate the needs of the class, the following schedule of discussion, reading, and writing assignments is tentative. You will be notified of any changes in class. Because writing is a process, topics will often be introduced and then reviewed later in the semester. All assignments—readings, essays, revisions, exercises, and so on—are course requirements and must be completed fully and on time. **Remember, you should save all written assignments and essays.** You will be using this material for assembling two portfolios of your writing. One small portfolio will be submitted at mid-term for the purpose of checking your progress. You will submit a second, larger portfolio for final evaluation of your performance in the course. (See the Portfolio Guidelines attached to this syllabus.)

Week 1 (1/0-14)

Introductions (get textbooks from TRS; purchase notebook and bring to class)

Diagnostic Essays on Monday and Wednesday

Formal Instruction begins on Friday Jan 19; Discuss syllabus and course in greater detail; Keeping a Journal (Perhaps Mangelsdorf Chpt. 11 pp. 451-56 and 458-63. You might use some version of Activity 1 or 2 in class on Friday and then use it in small groups if there's time.)

Week 2 (1/17-21: No Class on 1/17)

During the next two weeks, work through Mangelsdorf Chapters 1 ("Composing Ourselves, Writing for Others"—concentrate on audience and purpose sections—I'd use pp. 4-7, 12-25) & 2 ("The Writing Process")

Introduce Writing #1 (Based on Chapter 4, a combination of writing about a significant person--pp. 96-101--and writing about a memorable event--pp102-108: consult this section for activities and samples; see also pp. 95-96 for audience analysis exercise--or use this with Writing #2--which uses the other topic in this chapter; **save pp. 123-127 until week 9**

when you will begin working with sentences in depth)

Pre-writing activities/Generating Ideas (pp. 29-34)

Planning Your Essay (pp. 34-36)

Reading Selection from Funk et al. (Select an essay to link with Writing #1, perhaps from Chapter 3. You might give students a few choices and do group selection.)

Week 3 (1/24-28)

Continue with Mangelsdorf Chapter 2

Complete Draft of Writing #1 Due

In-class activities with rough draft (revising vs. editing; cf. Mangelsdorf 37-39--perhaps 39-50 as model)

Peer-reviews

Week 4 (1/31-2/4)**Turn in Final Draft of Writing #1 by 1/31 (suggested)**

Begin Writing #2 (Based on Mangelsdorf Chapter 4—an important period in your life--pp. 98-113)-- review or use audience analysis exercise pp. 95-96

Begin to work through Mangelsdorf Chapter 3 (“Crafting Paragraphs”) during the next few weeks; use Part IV (“Handbook with Exercises”) as necessary

Reading selection from Funk et al. (perhaps from Chapter 11)

Turn back Writing #1; Individual Conferences (through next week)

Week 5 (2/7-2/11)

Continue with Mangelsdorf Chapters 3 & 4

Revision of Writing #1 due this week

In-class activities with student papers-in-progress (“Developing Paragraphs”; **NB: emphasize narration, description, examples, and definition; use process, comp. and contrast, cause and effect, and persuasive for later papers**)

Sample student essay for discussion and review

Peer Review activities

Week 6 (2/14-2/18—No classes on 2/18)

Draft of Writing #2

Begin discussing midterm portfolio

Final Draft of Writing #2 (by 2/21 at latest)

Preparation for Midterm In-class Essays (to take place 2/21-2/25)

Week 7 (2/21-2/25)

Begin In-class Essays (Essay #1 M&W; Essay #2 F)

Turn back Writing #2 (Individual Conferences)

Week 8 (2/28-3/4)

Complete In-class Essays (finish #2 M)

Preparing the Midterm Portfolio (Individual Conferences—including discussion of midterm grades)

Portfolios Due March 4th!!

On Friday either begin Essay #3 or work on sentences (see Week 9)

Week 9 (3/7-3/11)

Begin Writing #3 (Analysis? Comparison and contrast? Based on Mangelsdorf Chapter 6?)

Individual Conferences (feedback on Midterm Portfolios)

During next two papers, work on Sentences using sections in Mangelsdorf chapters
(pp. 123-127, 175-177, 221-226, 271-273, 324-329, and 380-383)

Review previous chapters as needed (esp. paragraph material and generating ideas)

SPRING BREAK 3/14-3/18Week 10 (3/21-3/25)

In-class activities on drafts in progress

Reading Selection from Funk et al.

Continue with Sentences

Rough draft of Writing #3 due— Repeat previous activities from earlier papers as necessary

Week 11 (3/28-4/1)

Peer review activities

Continue with Sentences

Final draft of Writing #3 due (by 3/30)

Begin Writing #4 (Cause/Effect? Argument/Persuasion? Based on Mangelsdorf Chapter 8 or 10?)

Week 12 (4/4-4/8)

Activities for Writing #4 should parallel previous writing assignments

Week 13 (4/11-4/15)

Complete writing process for Writing #4—Due 4/15

Week 14 (4/18-4/22) & Week 15 (4/25-4/29)

Preparation for Final In-class Essays (to take place 4/20 & 22 and 4/25 & 27)

Begin preparing Final Portfolio

- The portfolios are due to me on April 29 by noon
- During these last few weeks, as students are writing their in-class essay, you should be meeting with them to determine which essays they want to submit for the Final Portfolio and how they can revise them
- After they finish their second in-class essay, you should also help them think about which of the two essays they should submit in the portfolio.
- You should try to schedule a conference (maybe several) with each student at some point during the last 3 weeks (preferably as early as possible) to help them select two of their four out-of-class essays for the portfolio. These two essays should be revised as necessary. Students may select an essay that they used in their midterm portfolio. The most important factors, in regard to these out-of-class essays, are that the essays are carefully revised and edited and that the student submit a clean copy (with drafts) in the portfolio.
- Encourage students to make an appointment with you during Finals Week to discuss the results of their Final Portfolio.